DOCUMENT RESUME

ED 089 867 PS 007 222

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TITLE The Pennsylvania Day Care Study: Survey Questionnaire and Observation Reports.
INSTITUTION Pennsylvania State Univ., University Park. Inst. for the Study of Human Development.
SPONS AGENCY Pennsylvania State Dept. of Public Welfare, Harrisburg.
PUB DATE 1 Jun 72
NOTE 115p.; The Pennsylvania Day Care Study Project, Technical Report #9; For other related documents in this series, see PS 007 218 through PS 007 224

EDRS PRICE MF-$0.75 HC-$5.40 PLUS POSTAGE
DESCRIPTORS Administration; Behavioral Science Research; *Classroom Observation Techniques; *Day Care Services; *Evaluation; *Measurement; Preschool Children; Program Evaluation; *Questionnaires; Teacher Behavior
IDENTIFIERS *Pennsylvania Day Care Study Project

ABSTRACT

This report presents the background of the development of a series of questionnaires and observation procedures designed to gather information on day care in Pennsylvania. The document discusses the procedures and evaluation strategy of the Pennsylvania Day Care Study Project. Two basic questionnaire forms were developed, each with one version for day care centers and another for day care homes. The mail questionnaires were brief and direct, probing for information concerning enrollment, fees, staff, and facilities of a day care program. The site-visit questionnaires focused on areas of administration, staff, staff training, the child, services, family, community outreach, physical plant, program-equipment-materials, evaluation, and funding. The observation tool stresses the general atmosphere of the day care environment by looking at child and teacher behavior. (DP)

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Center for Human Services Development

THE PENNSYLVANIA DAY CARE STUDY

SURVEY QUESTIONNAIRE AND OBSERVATION REPORTS

PS 007222

Prepared by:

Roslyn Green
Rosemary Hollick
Kevin Knowles
Catherine Van der Kar
Metta Winter

THE PENNSYLVANIA DAY CARE STUDY PROJECT
Technical Report #9 June 1, 1972

ED 089867

THE PENNSYLVANIA DAY CARE STUDY

SURVEY QUESTIONNAIRE AND OBSERVATION REPORTS

Center for Human Services Development

College of Human Development

The Pennsylvania State University

University Park, Pa. 16802

The Pennsylvania Day Care Study

Survey Questionnaires and Observation Reports

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ABSTRACT

This report presents the background of the development of a series of questionnaires and observation procedures designed to gather information on the process of day care in Pennsylvania. The procedures, employed in the Pennsylvania Day Care Study, are discussed. The questionnaires and observation forms are included as appendices.

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The Pennsylvania Day Care Study

Survey Questionnaires and Observation Reports[1, 2]

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INTRODUCTION

During the last ten years, great efforts have been made to increase the quality and quantity of available child care. Day care has become a topic of national concern, and the number of day care facilities has increased markedly. The increase in day care services provided has been accompanied by much controversy and by ever greater needs to answer questions concerning the type and quality of care being offered.

Grotberg, Chapman and Lazar (1971) discuss the need for research in the area of day care. They maintain that practically all components of a day care service raise unanswered questions. These questions center about day care auspices, staffing of day care services, the day care facilities, the children in day care, day care parents, program supportive services, and so forth. They are questions directed toward the "process" or "transactions" occurring in day care programs. The documentation of such process variables should be an integral part of all evaluation efforts (Stake, 1970; Provus, 1969; Scriven, 1967).

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[1]This report was developed under contract with the Pennsylvania Department of Public Welfare. The opiniors expressed herein are those of the authors and do not necessarily reflect those of the sponsoring agency.

[2]Other personnel involved in the development of these instruments include Joanne Bryner, Sandra Ewing, Elizabeth Kirchner, Alan Maloney, Leta Myers, and Donald Peters.

In an attempt to investigate such questions, the Pennsylvania Day Care Study has designed a battery of survey instruments for use in day care centers and family day care homes. These survey instruments fall into three major categories: mail questionnaires, site-visit questionnaires, and site-visit observations. Although this study used all three types of instruments jointly to gather information, each instrument can be used separately if the type and extensiveness of the information desired is appropriate.

A review of the literature indicates the paucity of attempts to devise similar survey instruments. Cohen and Stern (1958), Stooksbury (1969), Daily (Undated), and Dopyera (1969) have provided scales for observing specific aspects of behavior, or for evaluating a few components of the day care process, while Kritchevsky, Prescott, and Walling (1969) have made a more extensive attempt to measure the day care environment and the kinds of interactions that occur therein. Although each of these studies provide information and suggestive insights for the development of comprehensive day care service instruments, the "Preschool Environment Inventory," developed by Stern and Gordon (1967), and the "ABT Day Care Survey Instrument," developed by ABT Associates, were the most helpful for present purposes.

The "Preschool Environment Inventory," was developed to provide a method for characterizing the school environment of children in Head Start and other preschool programs, and the ABT instrument was developed to describe and investigate the characteristics of quality day care programs through in-depth examination. These instruments provided much of the raw material from which the Pennsylvania Day Care Study's survey questionnaires and observation procedures were built.

It should be noted that there were two purposes for the development of the instruments discussed in this report. First, it was desired that information be gathered in such a way as to provide a broad understanding of the day care process. Secondly, and simultaneously, it was desired that an information management system be established which would permit the Pennsylvania Department of Public Welfare to continuously gather and store information on day care for its own uses in planning and managing the day care system. Therefore it was necessary to develop questionnaires and observation procedures compatable with the overall information system design of the Department of Public Welfare, which meant that the instruments had to be usable by relatively untrained personnel.

SURVEY QUESTIONNAIRES

Two basic questionnaire forms were developed for the study, each with one version for day care centers and another for day care homes.

Mail Questionnaire

The mail questionnaire was designed primarily to get brief information about the enrollment, fees, staff, and facilities of a day care program. It was also used to update the addresses, telephone numbers, and sponsoring agency information necessary for sampling in other aspects of the Pennsylvania Day Care Study.

The mail questionnaire is the shortest component of the instrument battery. The day care center version is 4 pages in length, and the family day care home version is 2 pages (see Appendix A).

In the development of this instrument efforts were made to design relatively short, straightforward questions and to minimize the number of questions presented. The intent was to provide as little as possible in the questionnaire itself that would discourage day care personnel from completing and returning it. All the questions have a structured format, requiring only short, minimal responses. Opportunity is provided for comments or suggestions by the operators.

The initial mailing of this questionnaire showed a high return percentage with only minimal amounts of confusion in question interpretation.

Site-Visit Questionnaire

The site-visit questionnaire was designed to be the major tool of the instrument battery for gathering information. In the development of this tool, several previously designed survey instruments were used as basic guides for information on what other people felt were important factors to examine in a day care operation and on how various attempts to make such an examination were carried out. In addition, the knowledge and expertise of the project staff in the areas of day care, early childhood education, and child development were utilized in constructing the questionnaire. These staff members included individuals who have worked in and directed day care operations and nursery schools, individuals experienced in instrument design, and individuals trained in early childhood education, psychology, sociology, and statistical analysis. In addition, several consultants from these and related areas were contacted.

An extensive item-pool of all possible concerns was initially developed. Over a period of examination, editing, and re-working, the

item-pool was reduced to items under eleven specified areas of a day care program. These areas are:

1. Administration
2. Staff
3. Staff Training
4. The Child
5. Services
6. Family
7. Community Outreach
8. Physical Plant
9. Program-Equipment-Materials
10. Evaluation
11. Funding (Addenda)

Several specific questions are asked under each of these headings. The questions are primarily in a structured format, with only a few open-ended questions. In many instances, however, an "other" category was incorporated as an answer choice to allow for a response not included as a choice. Questions were designed in a structured format primarily for the following three reasons:

1. To eliminate inconvenience for the person completing the form.
2. To reduce the amount of time to complete the form.
3. To minimize interpretative errors, time, and difficulty of information coding.

As the questionnaire was designed, each question is independent of other questions and therefore relates separate information not necessarily dependent on any other question.

Separate site-visit questionnaires were designed for day care centers and family day care homes (see Appendix B & C). The center questionnaire is 32 pages in length, and the home questionnaire has 13 pages. Each

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instrument investigates the 11 major areas mentioned earlier, and the number of questions is about equally divided among the categories.

RECORD OF OBSERVATION

Content

From the same information item-pool used to develop the site-visit questionnaire, categories were extracted which could best be described through observation. These categories are:

1. Teacher structure vs. child structure
2. Child dependence vs. child independence
3. Teacher involvement
4. Amount of stimulative tools
5. Program planning and/or adequacy

The observation tool focuses on the general atmosphere of the day care environment, of which factors such as teacher style and child behavior serve as the primary indicators. The area most heavily stressed is that of teacher behavior.

In an attempt to avoid as much observer bias as possible, the questions were again designed in a structured format with an attempt to avoid obvious behavior scaling. Responses were limited to a few choices, each choice being a recording of a behavior overtly demonstrated during the period of observation.

The center observation is 20 pages in length and includes all facets of the daily routine of a day care program (see Appendix D).

Reliability

Thirteen relatively untrained observers[3] made independent paired observations in the Pennsylvania State University Early Education Programs on two occasions. The percentage of agreements across items ranged from 15 to 100% with a mean of 65%. The percentage of agreements across pairs of observers ranged from 52 to 86% with a mean of 69%. A more detailed analysis of items and reliability is being conducted.

CHARACTERISTICS OF FIELD STAFF INTERVIEWERS

Thirteen field staff interviewers (FSI) were located by calling regional offices of the Department of Public Welfare, centers for continuing education of The Pennsylvania State University, and child development or sociology departments of colleges and universities throughout the Commonwealth. Selection was made on the basis of an interview. The interview schedule contained specific questions on ability to meet strangers, experience in interviewing adults, willingness to travel, and knowledge of child development, as well as the usual questions on education and experience. References were called and notes kept.

The FSI ranged in age from 21 to 56 years. Ten had bachelor degrees with emphasis on sociology, psychology, education and/or early childhood. Three had no degree, but all had had experience and course work in community development, direct contact with children and young people, and time spent with early childhood organizations. One was just graduating from college, and others ranged in qualifications from recent graduation through years of teaching and Head Start work, to a mental health license in child psychotherapy and 18 years of practice. One was a

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[3]The 4-day workshop for the training of field staff interviewers is disucssed in a later section of this report.

graduate in dietetics and one in family and home art. All were interested in the day care study.

Each interviewer covered a given territory alone and averaged 34 visits. The pay scale was relatively low, but was supplemented by reimbursement for travel, for meals, and for lodging when overnight stays were necessary. Some adjustment was made to pay for extra visits to collect information not available on the first presentation of the questionnaire.

TRAINING OF FIELD STAFF INTERVIEWERS

Content

Because the FSI were generally inexperienced in the areas of day care and data collection, a 4-day intensive workshop was conducted. The workshop experience included five major areas:

1. Background Information. The FSI were provided with information concerning the project, the project staff, and administrative and employment arrangements.
2. FSI Role Definition. In order that the FSI relate confidently to the day care operators, it was considered crucial that they understand their role in relation to the project, the Department of Public Welfare, and the day care operational personnel. It was stressed that their role was to execute a descriptive data collection, not to evaluate. They were to gather information useful for the general improvement of day care services, not to detect flaws in individual programs.
3. Familiarization with the Instruments. Clarity in the intent and definition of items on the observation report and questionnaires was needed. Definitions were provided and discussed.

4. Contact and Reporting Procedures. A suggested system for making the entire site visit was provided. The system included initial telephone contact, observation procedure, questionnaire review and collection, departure, and filing of the data. Basic interpersonal relationship skills were emphasized.
5. Observational Skills. Experiences were arranged for the FSI's training in general observational skills and in the use of the observation report.

Procedure

Because the staff was fielded over a state-wide area with only one personnel supervisory contact during the 3-week fielding period, cohesion and concentration were very important. In order to minimize personal distractions and encourage group cohesion, the FSI were brought to a location away from their homes for the workshop.

The majority of the workshop time was spent on observational skills and the use of the observational tools. Initially each section of the instrument was defined and discussed individually. An observation of a film or slides was made; the particular portion of the instrument involved was completed and then compared for clarity and response. This process was completed again using the same section of the instrument but a different film. After each section was covered in this manner, a single film was shown, the entire observation completed, and answers compared. During the third day of the workshop two paired observations were made in the observation booths of the laboratory nursery school. The entire instrument was completed. Lecture-discussion sessions on the other major topics of the training session were scattered among these observational experiences.

The workshop closed with the presentation of working materials, the structure for contacting the central office and information about the coverage area, general timetable, and so forth. FSI were paid for their participation in the workshop.

Recommendations for Future Training Sessions

After 8 weeks of field experience, the FSI participated in a 3-day debriefing. One of the topics discussed was their suggestions for the training of FSI. Their responses indicated the following:

1. Additional emphasis was needed on:
   a. The FSI's role, particularly the sense of power they have in strongly encouraging cooperation with the study. The FSI needed to know more fully the range of recourse the project had with non-cooperative operators.
   b. The nature of the day care home. Insufficient preparation had been provided for understanding the type and quality of care provided in day care homes.
   c. The underlying intent of each item of the four instruments. Instead the general parameters of the instruments had been presented.
   d. The use of the instruments with infants and older children.
2. Additional workshop time should be added for:
   a. Coverage of exceptional children's centers. Included here should be types of disabilities, equipment, spacial needs, expectations of observers, etc. Additionally preparation should be included for the emotional reaction experienced during a first visit to such programs.

b. A thorough explanation of the hierarchy of day care facilities and the variety of organizational structures involved. This should include a thorough explanation of funding sources and funding procedures as well as licensing processes and supervision.

c. A discussion of directors, their possible attitudes toward the study, and a schema for facilitating a cooperative working relationship.

d. A presentation of materials which would be helpful for the day care home mother. The presentation should include periodicals and organizations about young children, consultant lists, bibliographies, etc. It was discovered that the home mothers perceived the FSI as one of the few professionals in day care with whom she comes in contact. The FSI should be equipped to handle her questions.

e. More complete consideration of background materials on day care philosophy, regulations, agencies and their abbreviations, and young children in general.

3. Alternative teaching procedures could be:

a. Role playing (with home mothers, directors, and busy teachers, as well as with difficult site-visit situations, such as exit procedures, handling children who disrupt the observer, exceptional children, etc.).

b. Eliminating films and adding direct observations within a variety of centers and homes in addition to the laboratory school observations in booths. Also diagrams of spacial relationships should be added.

CODING SYSTEM

The system devised to code all incoming information for computer input has four basic formats. The first three formats were: Code A which handles all numeric data; Code B which handles single and multiple checked responses; and Code C which handles yes/no responses. The fourth format, Code E, was designed specifically for use with the data from the observation instrument. Code E was designed to handle all checked responses, as Code B, but with an additional specific code for handling the "nonobserved" category.

All the formats were designed to: (a) record a maximum amount of data with a minimum number of errors, (b) record a maximum amount of data in a minimum amount of time, and (c) be simple enough to allow untrained personnel to quickly develop a working knowledge of the system.

All the personnel hired to code the instruments had college training, although in various areas. However, none of the coders had any programming or computer training.

Each coding system is described in Appendix E.

Coding Procedures

The instruments, before being coded, were subjected to two levels of scrutiny. Initially, they were briefly scanned by supervisory personnel for any missing information. Following this initial scanning, the instruments were turned over to a "pre-editor." The pre-editor then carefully examined each instrument. It was the pre-editor's job to check for internal consistency of responses, to interpret "other" responses and comments written in margins, and to indicate correct codes if the response was questionable or presented possible inter-

pretative problems. The "Pre-editor's Guide," contained in Appendix F, describes in detail the pre-editing procedures.

Following these initial checks, the instruments were then ready for coding. After approximately three 6-hour work days, maximum efficiency was developed in the pre-editing and coding process. At this point, a day care center questionnaire and observation took about 15 minutes to pre-edit and approximately 45 minutes to code, while the time for the family day care home instruments was about half this amount. With one pre-editor and three coders working approximately 30 hours per week, instruments from about 100 facilities were completed per week.

COMMENTS

Any large scale survey effort such as that being conducted by the Pennsylvania Day Care Study is fraught with difficulties. Several problems encountered with the instruments reported here, or with the field experience in general, are worth noting in the hopes that they may be avoided by others.

Instrument Problems

The survey instruments included in the appendices should be construed as preliminary forms. That is, although derived from previous research and piloted by project staff, several problems exist that have been uncovered by wide field usage. These problems include:

1. Limitations for Program Type. The questionnaires and observation instruments were found to be wanting when employed with programs having infants or children beyond the preschool years. Additionally,

the instruments do not adapt well to usage with programs having predominantly mentally retarded or physically handicapped children.

2. The Threatening Nature of the Questionnaires. The long questionnaires proved threatening to some home mothers and very time consuming for busy teachers and program directors. Even with all the facts at hand (a rare occurrence), it took nearly an hour to fill one out in detail. Many rejected the format and preferred talking or writing out the answers.

3. Lack of Clarity of the Appropriate Respondent. All of the information sought in the questionnaire was seldom available to one person. Administrative and fiscal information was frequently available from directors or sponsoring agencies, while details of daily operations needed to be obtained from teachers. It would seem desirable that separate questionnaires (each shorter in length) be composed for different levels of personnel.

Coordination Problems

Several coordination problems were encountered which may be avoided in the future. They include the following:

1. Adequacy of Information Provided to All Concerned. The organization of day care services is very complex. It generally involves two separate hierarchies of personnel: the first including personnel in the central and regional offices of the Department of Welfare and the second involving a variety of sponsoring and coordinating agencies in the field. Full cooperation of all personnel in both hierarchies is necessary for smooth operations. Failure to elicit such cooperation leads to many delays. A large public relations/public education effort is necessary.

2. The Development of a Coordination Network. Frequent contacts with personnel of the Department of Welfare, day care agencies, and day care programs is required if site visitations are to be made efficiently. Centralized record keeping of all such contacts is essential.

3. Unavoidable Difficulties Associated With Day Care Homes. Day care homes are ephemeral in nature. Many of the day care homes were found to be not operating, even though they had responded to the mail questionnaire. Others were without children temporarily. Occasional long trips were made to observe one sleeping infant. Home visits required as much time as center visits, but a different use of time. More conversation is essential in the informal atmosphere of the home. The observer is more a "participant observer" than an unobtrusive observer. More assistance is necessary in filling out the questionnaire. Finally, the field staff needs to be able to provide the day care home operator with either: a) direct assistance or information, or b) specifics about how to obtain the information or assistance needed. Frequently, the FSI were the only "professional" contacts the day care mothers have had.

SUMMARY

The development of instruments for recording the process of day care operations is a major undertaking. Few previous efforts provide models to follow. The procedures and instruments included in this report represent preliminary efforts designed to meet the needs and purposes of the Pennsylvania Day Care Study. They will be less adequate for other purposes.

The fielding of these instruments has yielded information necessary for modification and improvements.

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APPENDIX A

1. Home Mail Questionnaire
2. Center Mail Questionnaire

PENNSYLVANIA DAY CARE STUDY
Benedict House
The Pennsylvania State University
University Park, Pennsylvania 16802

Please correct your name or address if necessary.

Telephone number (please provide): _____

Governing or sponsoring group which directly oversees the operations of your program (such as a county child care service agency, a 4-C board, or community action agency):

Full name of organization _____

Address _____
street city zip code

Telephone _____

Hours when you provide child care each day:

Monday:	_____ to _____	Saturday:	_____ to _____
Tuesday:	_____ to _____	Sunday:	_____ to _____
Wednesday:	_____ to _____		
Thursday:	_____ to _____		
Friday:	_____ to _____		

Is your program active during the summer months? Yes _____ No _____

Does your program provide transportation for children?

No _____ For some _____ For all _____

How many children (including children of staff members) are now enrolled?

Age group	Less than 25 hours per week	25 hours per week or more
Under age 3	_____	_____
3 to 5 yrs.	_____	_____
6 to 11 yrs.	_____	_____
12 to 14 yrs.	_____	_____

If no children are now enrolled, please indicate why:

_____ No request for child care

_____ Other (Please specify) _____

Do you have a waiting list? No _____ Yes, with about _____ children on it.

How many children are paid for by a public agency? _____

Do the children you care for come from families with less than $3,500 yearly income?

None _____ Some _____ Most _____ All _____

Do you usually have extra help with the children?

No _____ Yes, all day _____ Yes, part of the day _____

What fees do you charge? (We recognize the personal nature of this question; if possible, please answer.)

$ _____ per _____
(hour, day, week, or month)

Please check those meals and snacks regularly served:

Snacks:	Arrival	_____	Meals:	Breakfast	_____
	Mid-morning	_____		Lunch	_____
	Afternoon	_____		Supper	_____

How do you keep in touch with parents? (Check as many as apply)

_____ Talking when they bring or pick up children
_____ Phone calls
_____ Personal notes or letters
_____ Home visits
_____ Newsletters
_____ Other. Please specify: _____

How are parents involved in your program? (Check as many as apply)

_____ Parents visiting your program
_____ Scheduled parent meetings
_____ Planned social events such as coffees or suppers
_____ Parents as volunteers in your program
_____ Parents as paid employees in your program
_____ Other. Please specify: _____

_____

Comments or suggestions: (Please use another page if you need more space.)

PENNSYLVANIA DAY CARE STUDY
Benedict House
The Pennsylvania State University
University Park, Pennsylvania 16802

Please correct program name or address if necessary.

**** ORGANIZATION ****

Person in charge at your center: _____
Telephone: _____

Governing or sponsoring group which directly oversees the operations of the program (such as a 4-C or PARC board or a community action agency):

Full name of organization _____

Address _____
street city zip code

Telephone _____

Are there any other centers or homes for which this program has responsibility?

Yes _____ (If yes, we will contact you regarding getting in touch with them)
No _____

Hours when you provide child care each day:

Monday:	_____ to _____	Saturday:	_____ to _____
Tuesday:	_____ to _____	Sunday:	_____ to _____
Wednesday:	_____ to _____		
Thursday:	_____ to _____		
Friday:	_____ to _____		

Is your program active during the summer months? Yes _____ No _____

Does your program provide transportation for children?

No _____ For some _____ For all _____

****** CHILDREN ******

How many children (including children of staff members) are now enrolled?

Age group	Less than 25 hours per week	25 hours per week or more
Under age 3	_____	_____
3 to 5 yrs.	_____	_____
6 to 11 yrs.	_____	_____
12 to 14 yrs.	_____	_____

Do you have a waiting list? No _____ Yes _____, with about _____ children on it.

In your opinion, how many children are cared for who have any physical, learning or behavior problems that limit the child's progress? _____

Do you have children enrolled who have been officially evaluated by a psychologist, doctor or hospital clinic as:

Physically handicapped? _____ How many? _____
Mentally retarded? _____ How many? _____
Emotionally disturbed? _____ How many? _____

****** STAFF ******

How many of the following (either paid or volunteer) are active in your program?

Teachers _____
Teacher aides or assistants _____
Student trainees _____
Cooks _____
Clerical help _____
Social workers _____
Nurses _____
Doctors _____
Psychologists _____
Nutritionists _____
Other (specify) _____ _____
_____ _____
_____ _____

Number of paid teachers: Full-time _____ Part-time _____

Number of paid teacher aides or assistants: Full-time _____ Part-time _____

How many volunteers are recruited from the following groups?

Parents of enrolled children _____
High school students _____
College students _____
Senior citizens _____
Other neighborhood residents _____
Other members of community organizations _____

**** INCOME ****

Please check any of the following which provide funds for your program:

Federal funds:

_____ Social Security Title IV - A
_____ Economic Opportunity Act
_____ Manpower Development and Training Act
_____ Elementary and Secondary Education Act
_____ Model Cities Programs
_____ Other federal funds (please specify) _____

State or local funds:

_____ State funds
_____ County funds
_____ Municipal funds
_____ School board funds
_____ Other public funds (please specify) _____

Private funds:

_____ Parent fees
_____ Business or industry payments
_____ Labor union payments
_____ United Fund grants
_____ Contributions, either personal or foundation
_____ Other private funds (please specify) _____

Name of any one funding source which provides more than half of your budget:

_____

If you charge parent fees, how much do you charge? If fees are on a sliding scale based on ability to pay, please indicate the range.

Full-time enrollment: $ _____ per _____ (day, week, or month?)

Part-time enrollment: $ _____ per _____ (day, week, or month?)

Do the children in your program come from families with less than $3,500 yearly income?

None _____ Some _____ Most _____ All _____

****** MEALS ******

Please check those meals and snacks regularly served:

Snacks:	Arrival	_____	Meals:	Breakfast	_____
	Mid-morning	_____		Lunch	_____
	Afternoon	_____		Supper	_____

****** PARENTS ******

How do you keep in touch with parents?

_____ Talking when they bring or pick up children
_____ Phone calls
_____ Personal notes or letters
_____ Caseworker home visits
_____ Teacher home visits
_____ Newsletters
_____ Other. Please specify: _____

_____

How are parents involved in your program?

_____ Parents visiting the program
_____ Staff-parent scheduled meetings
_____ Parent education classes
_____ Planned social activities such as coffees or suppers
_____ Parents as volunteers
_____ Parents as paid employees
_____ Parents on program advisory committee
_____ Other. Please specify: _____

_____

Comments or suggestions: (please use back of page if you need more space)

APPENDIX B

Center Site-Visit Questionnaire

PROGRAM SERIAL NO. _____

PLEASE DO NOT FILL IN
TO BE FILLED IN BY OFFICE

PENNSYLVANIA DAY CARE STUDY QUESTIONNAIRE II

Name of Center _____

Name of Person
Completing Questionnaire _____

Title of Person
Completing Questionnaire _____

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Day Care Study Project

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Administration

1. Do you have a Board of Directors? Yes _____ No _____

   (a) If Yes, who is on this board? (Indicate the number of people in each category who are on this committee. Please count each person in only one category.)

   _____ Program staff
   _____ Local businessmen
   _____ Clergy
   _____ Child Welfare personnel
   _____ School District personnel
   _____ Parents
   _____ Members of other local social service agencies
   _____ Elected community officials
   _____ Local professional people (doctors, lawyers, RN's)
   _____ Local child development experts
   _____ Others (Please specify): _____

   (b) As far as you are concerned, what are the two most important actions that the Board of Directors have taken since July 1, 1971?

   _____ Hired or fired a staff member
   _____ Established a new policy or procedure for operations
   _____ Prepared a fund raising proposal
   _____ Conducted a fund drive or sought financial support
   _____ Assisted in preparation of budget
   _____ Assisted in developing the curriculum for the children
   _____ Assisted in or planned a training program for staff
   _____ Developed or carried out program evaluation
   _____ Interpreted day care services to the community
   _____ Other (Please specify): _____

   _____

2. Does your program have an Advisory Committee? Yes _____ No _____

   If Yes, indicate the number of people in each category who are on this committee. (Please count each person in only one category.)

   _____ Program staff
   _____ Local businessmen
   _____ Clergy
   _____ Child Welfare personnel
   _____ School District personnel
   _____ Parents
   _____ Members of other local social service agencies
   _____ Elected community officials
   _____ Local professional people (doctors, lawyers, RN's)
   _____ Local child development experts
   _____ Other (Please specify): _____

(a) Check the two most common ways you use to obtain members for the Advisory Committee.

_____ Parents appointed by staff or Board of Directors
_____ Parents elected by the community
_____ Parents elected by other parents
_____ Community representative appointed by staff or Board of Directors
_____ Community representatives elected by community as a whole
_____ Community representatives elected by parents in program
_____ Other (Please specify): _____

_____

(b) As far as you are concerned, what are the two most important actions the Advisory Committee has made from July 1, 1971?

_____ Hired or fired a staff member
_____ Established a new policy or procedure for operations
_____ Prepared a fund raising proposal
_____ Conducted a fund drive or sought financial support
_____ Assisted in preparation of budget
_____ Assisted in developing the curriculum for the children
_____ Assisted in or planned a training program for staff
_____ Developed or carried out program evaluation
_____ Interpreted day care services to the community
_____ Other (Please specify): _____

_____

(c) Are funds available for the Advisory Committee's use? Yes _____ No _____

3. Please check which person or group of your organization has primary responsibility for each of the following areas:

Area of Responsibility	Program Director	Teachers	Board of Directors	Advisory Committee
Setting staff policies				
Setting program policies				
Program planning				
Public relations				
Financial management				
Fund raising				
Staff recruitment				
Staff evaluation				
Staff training				
Program evaluation				

4. Do you have a policy manual which details the roles and responsibilities of the program director, program staff, Board of Directors and Advisory Committee?

_____ Yes (May we have a copy?)
_____ No

(a) To whom is the policy manual readily available? (Please check as many as apply)

_____ Staff
_____ Parents
_____ Advisory Committee
_____ Board of Directors

(b) Which of the following topics are covered in the Policy Manual?

_____ Purpose and objectives of the program
_____ Eligibility requirements
_____ Fees
_____ Hours of operation
_____ Health policies
_____ Accident reporting
_____ Record keeping procedures
_____ Daily schedules
_____ Staff health and training requirements
_____ Other (Please specify): _____

5. What is the total annual budget for this fiscal year? _____

6. In the budget, is the cost per child computed? Yes _____ No _____

If Yes, what is the cost per child? _____ Yearly

7. How long has your center been open?

_____ Year(s) _____ Month(s)

8. When were you first approved or licensed by the Department of Public Welfare?

_____ Year _____ Month

9. Do you have approval or license from the Department of Public Instruction?

_____ Yes
_____ No

Program Staff

1. We would like to know about your Paid Teaching Staff. Please fill out the chart below.

Position	Average Salary or Wage	Approximate Age(s)	Check Appropriate Box	
			25 hrs./week or more	Less than 25 hrs./week
Director				
Asst. Director				
Head Teacher				
Teachers				
Teacher aides				

2. We would also like to know about your service staff. Please fill out the chart below.

Title or Position	Paid Workers		Volunteer Workers	
	Number of workers	Total hrs./wk. worked in position	Number of workers	Total hrs./wk. worked in position
Social or Case Worker				
Community Aide				
Nutritionist				
Nurse				
Doctor (Medical)				
Psychologist or Psychiatrist				
Clerical or Secretarial				
Cook				
Assistant Cook				
Housekeeper or Janitor				
Consultants				
Other (Please specify): _____				

3. How are your teaching staff and service staff recruited? Please check appropriate spaces and include both paid and volunteer staff.

_____ Through advertisements
_____ By word-of-mouth
_____ State employment office
_____ Civil service commission
_____ Referrals from professionals
_____ Outside of the program
_____ Colleges & universities
_____ Other (Please specify): _____

4. What qualifications must your teaching staff have before employment with your program?

_____ Minimal state regulations specified by Department of Public Welfare
_____ More than state regulations specified by Department of Public Welfare

If more than state regulations, do these qualifications include:

_____ Previous experience with day care programs or other early childhood education programs
_____ Specific number of courses in early childhood education, psychology and related fields
_____ Other (Please specify): _____

5. Are there other special qualifications such as:

_____ Teachers must speak another language other than English
_____ Teachers must reside in community
_____ Teachers must be parents of children served
_____ Teachers must have special training in first aid techniques
_____ Other (Please specify):

_____

_____

6. How are volunteers used in your program?

_____ Teacher Aides
_____ Social casework aides
_____ Clerical workers
_____ Kitchen help
_____ Indoor or outdoor maintenance or repairs to building
_____ Storytellers, playing piano or other musical instruments, etc.
_____ Interpreters
_____ Shoppers for program supplies
_____ Making and repairing equipment and materials
_____ Other (Please specify):

_____

_____

_____

7. Are there any specific reasons used for rejecting volunteers? Yes _____ No _____

If Yes, please indicate what reasons are used:

_____ Educational level not high enough
_____ Not parents of children enrolled in your program
_____ Not community residents
_____ No previous experience working with young children
_____ Other (Please specify): _____

8. Are volunteers required to have a medical examination? Yes _____ No _____

9. What are the most common problems and complaints of staff members regarding the day care program?

_____ Behavior of the children
_____ Poor attendance of the children
_____ Lack of parent participation
_____ Poor pay
_____ Inadequate facilities (Please specify): _____
_____ Other (Please specify): _____

10. Who discusses the child's development in the program with the child's parents?

_____ Director
_____ Teacher
_____ Social caseworker
_____ Home-school coordinator
_____ Professional consulting staff
_____ Other (Please specify): _____

11. Do you offer personnel benefits? Yes _____ No _____

If Yes, please check which ones:

_____ Hospitalization insurance
_____ Health insurance
_____ Accident or liability insurance
_____ Social security
_____ Retirement fund
_____ Paid sick days
_____ Paid holidays and vacations
_____ Other (Please specify): _____

12. How many staff members stopped working in the program from January 1971 -- December 1971? _____

Staff Training

1. Do you provide training for your staff before they begin working with children?

   Yes _____ No _____

   (a) If Yes, what kind of preservice training is provided?

   _____ One day training or orientation
   _____ Week or two week training or orientation
   _____ Other (Please specify): _____

   (b) If Yes, for whom?

   _____ Paid teaching staff
   _____ Volunteers
   _____ Paid service staff (cooks, housekeepers and/or janitors, etc.)

2. Is a period of observation of the program required before actually assuming responsibilities?

   Yes _____ No _____

   If Yes, how long? _____ One day _____ Several days _____ One week

3. Is there inservice training (such as workshops, staff training conferences) for your staff? Yes _____ No _____

   If Yes, for whom? _____ Paid staff _____ Volunteers

   Who conducts the inservice training program?

   _____ Director
   _____ Head teacher
   _____ Other teachers in the program
   _____ ECE or Child Development specialist
   _____ Other (Please specify): _____

   How often is inservice training provided?

   _____ Weekly
   _____ Twice a month
   _____ Monthly
   _____ Quarterly
   _____ Other (Please specify): _____

   Is inservice training provided during regular working hours? Yes _____ No _____

4. Which staff members have attended, outside of your program, workshops and conferences on day care since July 1971?

   _____ Director
   _____ Assistant Director
   _____ Paid teaching staff
   _____ Paid service staff
   _____ None

5. How many staff members are now involved in an ongoing credit or degree program?

_____

Who provides this credit or degree program for them?

_____ High school
_____ Junior or community college
_____ College or university
_____ Vocational training center
_____ Other (Please specify):

_____

Are staff members able to attend credit or degree programs during regular working hours? Yes _____ No _____

6. After completing an inservice training program and/or job-training program have any staff members received:

_____ Job promotions
_____ Salary increases
_____ State certification
_____ Other (Please specify): _____

The Child

1. Who is eligible for admission to the program? (Please check all answers that apply)

_____ Children who live in the surrounding area
_____ Children who live in area housing project(s)
_____ Children from low income families
_____ Children from different income levels
_____ Children of working parents
_____ Other (Please specify): _____

2. Does the program accept children who have been identified as "exceptional children"? Yes _____ No _____

If Yes, specify whom:

_____ Physically handicapped
_____ Mentally retarded
_____ Emotionally disturbed
_____ Gifted children
_____ Other (Please specify): _____

_____

3. Of those eligible to attend the day care program, check the two reasons given top priority in selecting children: (Please mark 1 in front of the most frequent; mark 2 in front of the next most frequent)

_____ First come, first served
_____ Children of working parents
_____ Families with specific adjustment needs
_____ Appropriateness of program to meet children's exceptional needs (e.g. physically handicapped)
_____ Children who live closest to the program

4. What is the age range of children the program will accept? (Check all age ranges accepted)

_____ Under age 3
_____ 3 years to 5 years
_____ 6 years to 12 years
_____ Over 12 years (Please specify): _____

5. Please write on the lines below the total number of children now enrolled who are:

_____ Under 3 years old
_____ 3 to 4 years old
_____ 5 to 6 years old
_____ Over 6 years old

6. From January 1971 to December 1971, how many children requesting admission were not accepted to the center or were not put on a waiting list?

_____ None
_____ 1 - 10
_____ 11 - 20
_____ Over 20 (Please indicate approximate number): _____

7. Mark the two most frequent reasons why children were not accepted in the center or not put on a waiting list. (Please mark 1 in front of the most frequent; mark 2 in front of the next most frequent)

_____ Children too old or too young
_____ Center was filled to licensed capacity
_____ Transportation problems getting to the center
_____ Program does not appear to be suitable for child's and family's needs
_____ Inability to pay
_____ Program not equipped to meet needs of exceptional children
_____ Other (Please explain): _____

_____

8. At this time, is there a waiting list for admission? Yes _____ No _____

If Yes, how many children are on the waiting list?

_____ None
_____ 1 - 10
_____ 11 - 20
_____ Over 20 (Please indicate approximate number): _____

9. How many children have withdrawn from the program since January 1971 - December 1971?

_____ None
_____ 1 - 10
_____ 11 - 20
_____ Over 20 (Please indicate approximate number): _____

10. Please check the two most frequent reasons for withdrawal from the program. (Mark 1 to indicate most frequent; 2 to indicate the next most frequent)

_____ Children become too old
_____ Families move
_____ Parent(s) no longer employed/providing care in home
_____ Parent(s), whether employed or unemployed, unable to pay fee
_____ Children transferred to relative's or neighbor's care or day care home
_____ Reasons unknown

... What are the most common reasons for children's absences?

_____ Illness
_____ Parent has transportation problems
_____ When parent at home, keeps child at home
_____ Child does not want to attend
_____ Other (Please specify): _____

_____

12. When children are admitted to your center, are they given any tests to determine their level of development? Yes _____ No _____

If Yes, please specify, as clearly as possible the title of the test and the kind of test.

Title	Kind

13. Please indicate the number of children in the program who are:

_____ American-Indian
_____ Black
_____ Oriental-American
_____ Spanish-American
_____ White
_____ Other (Please specify): _____

14. How many children speak another language, as well as English?

_____ None
_____ A few
_____ Many
_____ All
_____ Don't know

15. How many children do <u>not</u> speak English?

_____ None
_____ A few
_____ Many
_____ All

16. How many children who are enrolled in your program, also are enrolled in another child care program?

_____ None
_____ 1 - 5
_____ 6 and over

Please mark the type of program:

_____ Another day care program
_____ A private or public kindergarten
_____ A nursery school
_____ Other (Please specify): _____

_____

17. How many children of staff members are enrolled in this day care program?

_____ None
_____ 1 - 5
_____ 6 and over

Child Services

1. Do children have to have a physical examination before or during intake?

   Yes _____ No _____

   (a) If Yes, by whom is it given?

   _____ Family physician
   _____ Program medical staff
   _____ Other (Please specify): _____

   (b) If the children do not have the required innoculations, does the center give or arrange for them?

   Yes _____ No _____

2. Which of the following examinations are given by program staff?

   _____ Hearing
   _____ Dental
   _____ Speech
   _____ Vision
   _____ None of the above

3. When a child in your day care program is sick (colds, upset stomach, etc.) what is your policy?

   _____ Child should remain home
   _____ Arrangements made to care for child at center
   _____ Arrangements made to care for child outside center

4. Does the center provide the children with individual (please check):

   _____ Toothbrushes
   _____ Toothpaste
   _____ Wash cloths
   _____ Towels
   _____ Soap
   _____ None of the above

5. Do the children receive special instruction in:

   _____ Nutrition
   _____ Grooming
   _____ Care of teeth
   _____ Bathing
   _____ Caring for cuts and minor injuries
   _____ Drug abuse
   _____ None of the above

6. Who is responsible for planning the menu?

_____ Dietician or nutritionist
_____ Day care supervisor
_____ Day care cook
_____ Commercial firm
_____ Staff member (other than cook)
_____ Other (Please specify): _____

7. Are children involved in:

_____ Menu planning
_____ Cooking meals
_____ Serving meals
_____ Clean-up after meals
_____ Planning snacks
_____ Getting snacks ready
_____ Serving snacks
_____ Clean-up after snacks

8. Do teachers eat meals with the children?

Yes _____ No _____

9. May we have a copy of a one-week menu?

10. Have you ever believed that a child in your care had been beaten, abused, or seriously neglected at his home?

Yes _____ No _____

(a) If Yes, what led you to believe this?

_____ Observation of child
_____ Talking with child
_____ Result of case worker's report
_____ Report of day care staff
_____ Reports from community members

(b) What actions were taken if it was suspected that a child had been beaten, abused or neglected at his home?

_____ Referrals made to social worker
_____ Referrals made to physician
_____ Referrals made to police
_____ Staff contact made with family
_____ Contact made with community person, closely related to family (clergy, school, etc.)
_____ Other (Please specify): _____

11. Do you provide half-day sessions for kindergarten children?

Yes _____ No _____

12. Please check any of these services you provide for grade school children.

_____ Breakfast program
_____ Lunch program
_____ After school program
_____ Summer program
_____ None

13. If physically handicapped children are accepted please check those services offered or used at the center.

Day Care Center Offers	Handicapped Children Have Used	
		Speech therapy
		Child guidance counseling
		Psychological counseling
		Tutoring
		Special education classes
		Special medical care
		Physical rehabilitation programs
		Other (Please specify): _____

Family

1. How do families find out about your day care center?

   _____ Advertisements (TV, radio, newspaper, etc.)
   _____ Referrals from public agencies (schools, community center, other day care agencies, welfare department, etc.)
   _____ Private agencies (churches, clubs, etc.)
   _____ Parents of children enrolled in program
   _____ Friends and neighbors
   _____ Don't know

2. Do you feel you are serving the people who need your services most?

   Yes _____ No _____

   If No, please explain: _____

   _____

   _____

3. Please check (✓) on the lines below how many <u>families</u> have more than one child enrolled in the program.

   _____ No families
   _____ 1 - 5 families
   _____ 6 - 10 families
   _____ Over 10 families

4. We are interested in how many people the day care children live with at home. Please estimate the number of children who come from homes where there are:

   _____ Less than 4 people living in the home
   _____ 4 people living in the home
   _____ 5 people living in the home
   _____ Over 5 people living in the home

5. Please write on the lines below the <u>number of children</u> in the program whose families:

   _____ Have mother only
   _____ Have both mother and father present
   _____ Have grandparent(s) only
   _____ Have foster parent(s)
   _____ Other (Please specify): _____

6. Of the families which have both mother and father at home, please write on the lines below the <u>number of families</u> who have:

   _____ Both parents employed or attending school
   _____ Father only employed or attending school
   _____ Mother only employed or attending school
   _____ Both parents unemployed

7. Of the families which have a mother or female relative only, please write on the lines below the number of children who have:

_____ Mother or female relative employed or attending school
_____ Mother or female relative unemployed

8. Please check (✓) on the lines below how many families are receiving public assistance.

_____ No families
_____ 1 - 5 families
_____ 6 - 10 families
_____ Over 10 families
_____ Don't know

9. Please check (✓) on the lines below how many families of children in the program have yearly earnings:

_____ Under $3,500
_____ From $3,500 to $6,500
_____ Over $6,500
_____ Don't know

10. Please write on the lines below the number of children who live with parents or guardians who:

_____ Do not speak English
_____ Don't know

11. Please write on the lines below the number of children who live with parents or guardians who:

_____ Speak both English and another language
_____ Don't know

12. Please check what social services for families are offered or used at your day care center.

Day Care Center Offers	Parents Have Used	
		Job counseling
		Marriage and family counseling
		Family planning or birth control
		Health counseling
		Nutrition counseling
		Pre-natal counseling
		Psychological counseling
		Other (Please specify): _____

13. Are there parent education or training classes?

Yes _____ No _____

If Yes, who plans and conducts education or training classes?

_____ Director only
_____ Director and teachers
_____ Parents, teachers and director
_____ Social worker (staff)
_____ Department of Public Welfare
_____ Pennsylvania State University extension services
_____ Local colleges and universities
_____ Other (Please specify): _____

Please check any parent education or training classes for parents offered or used at your center.

Day Care Center Has Offered	Parents Have Attended	
		Children's classroom activities
		Nutritional education
		Health education
		Information dealing with social-emotional growth
		Meeting needs of exceptional children
		Other (Please specify): _____

Are any of the following provided to parents when participating in the parent education or training classes?

_____ Paid for attending
_____ Babysitting, so they can attend
_____ Meals provided
_____ Transportation provided
_____ Parents involved in selecting meeting time
_____ Other (Please specify): _____

14. Is there a book lending library available to families? Yes _____ No _____

15. Is there a toy lending library available to families? Yes _____ No _____

16. About how many fathers or other males (not staff) participate in your program?

_____ None
_____ 1 - 5
_____ 6 - 10
_____ Over 10

In what way do fathers or other males (not staff) participate in your program?

_____ Transportation (car pool, field trips, etc.)
_____ Classroom teaching assistants
_____ Repairing or making equipment and/or materials
_____ Other (Please specify): _____

17. Are provisions made for parents to observe the children? Yes _____ No _____

If Yes, please estimate how many parents have been able to observe the children for more than a brief time at arrival or pick up?

_____ None
_____ A few
_____ Some
_____ Many

18. Which of the following records of a child are his parents allowed to see:

_____ Written reports by teacher(s) about children
_____ Results of psychological test
_____ Results of intelligence test
_____ Health records of children kept by the center

19. What do you feel are the most common complaints of parents concerning your day care services?

_____ Cost
_____ Transportation problems getting to center
_____ Hours center open
_____ Activities provided for children
_____ Child discipline

20. Were parents involved before center began operating?

Yes _____ No _____

If Yes, please check any of the ways parents were involved:

_____ Participated in survey(s), for example, answered questions about desire for day care services
_____ Helped to plan program for center
_____ Helped to get money for the center
_____ Other (Please specify): _____

21. Is there a group made up entirely of parents (other than parents who are also on advisory committee)?

Yes _____ No _____

(a) If Yes, is this group of parents now involved in:

_____ Setting staff policies
_____ Setting program policies
_____ Program planning
_____ Public relations
_____ Fund raising
_____ Staff recruitment
_____ Staff evaluation
_____ Staff training
_____ Program evaluation
_____ Other (Please specify): _____

(b) As far as you are concerned, what are the two most important actions this group of parents has made since July 1, 1971?

_____ Established a new policy or procedure for operations
_____ Prepared a fund raising proposal
_____ Conducted a fund drive or sought financial support
_____ Assisted in preparation of budget
_____ Assisted in developing the curriculum for the children
_____ Assisted in or planned a training program for staff
_____ Developed or carried out program evaluation
_____ Interpreted day care services to the community
_____ Other (Please specify): _____

Community Outreach -- This section applies to services provided to people who do not have children enrolled in your program

1. Please check any additional services the center offers:

_____ Hourly child care for children other than those enrolled in your day care program
_____ Educational and/or training programs
_____ Counseling and referral (e.g. marriage and family, home management, family planning or birth control, pre-natal, psychological)

2. What kind(s) of information about specific children are made available to other community institutions or agencies:

_____ Health records
_____ Teacher reports
_____ Results of psychological tests
_____ Family background information
_____ Other (Please specify): _____
_____ None

If this information is made available, to whom?

_____ Schools
_____ Social welfare agencies
_____ Other day care programs
_____ Community action organizations
_____ Other (Please specify): _____

3. Are people from any of the following training programs working in your center?

WIN trainees	Yes _____	No _____
Job Corp	Yes _____	No _____
Neighborhood Youth Corp	Yes _____	No _____

Other (Please specify): _____

4. What support other than funding does the center receive from the community?

_____ Provision of building at no or reduced rental
_____ Donation of materials or equipment
_____ Donation of clothing
_____ Donation of food
_____ Free transportation
_____ Other (Please specify): _____

_____

_____ None

5. Check those community services to which you are able to refer any persons in your community.

_____ Health Services Through:
- _____ General Health Clinic
- _____ Maternity Health Services
- _____ Child Health Services
- _____ Visiting Nurses
- _____ Dental Clinic

_____ Visiting Homemakers

_____ Family Planning Service or Birth Control

_____ Nutrition Service Through:
- _____ Food Stamp Program
- _____ Emergency Food and Medicine

_____ Legal Services Through:
- _____ Legal Aid Center
- _____ Civil Liberties Union
- _____ Office of Small Business Administrator

_____ Housing Services Through:
- _____ City Housing Department Office
- _____ Family Relocation Services

_____ Social Work Services Through:
- _____ Hospitals
- _____ Mental Health Clinics
- _____ Neighborhood Centers
- _____ Churches
- _____ Day Care Center
- _____ Private Agencies, e.g., Red Cross, Good Will, Salvation Army
- _____ Catholic Charities
- _____ Jewish Agencies - B'nai B'rith
- _____ YMCA/YWCA
- _____ Welfare Departments

6. Please check any of these services offered or used at the center.

Day Care Center Offers	Residents in the Community Have Used	
		Speech therapy
		Child guidance counseling
		Psychological counseling
		Job counseling
		Marriage and family counseling
		Family planning or birth control
		Pre-natal counseling
		Health counseling
		Nutritional counseling
		Other (Please specify): _____

7. Does the program provide any of the following for children not regularly enrolled in the program?

_____ School age day care
_____ Day care camping
_____ Arts and crafts classes
_____ Cooking classes
_____ Sewing classes
_____ Sports programs
_____ Tutoring
_____ Dance or music classes
_____ Other (Please specify): _____

_____

Physical Plant

1. Please indicate if the day care facility is:

_____ Rented by center
_____ Owned by center
_____ Being purchased by center
_____ Other (Please specify): _____

2. If the space is not owned or rented by the program, please check to whom it does belong:

_____ Church
_____ Industry or private business
_____ Private home
_____ Board of Education
_____ Local Government
_____ Community/recreation center
_____ Other (Please specify): _____

3. Is your day care program located in:

_____ A community recreation center
_____ A church
_____ A school
_____ A private home
_____ A building specifically designed for program
_____ Other (Please specify): _____

Program - Equipment - Materials

1. Please describe in your own words the objectives or goals you feel are most important in your day care program.

2. Do you have a daily routine or schedule?

   Yes _____ (May we have a copy of the schedule?)
   No _____

3. How long on the average do the children spend outdoors each day?

   _____ 1/2 hour or less
   _____ 1 hour or less
   _____ More than 1 hour

4. If you have more than one classroom, which of the following are used in grouping children into a classroom?

   _____ Age
   _____ Sex
   _____ Handicaps (Explain): _____
   _____
   _____ Maturity level (Explain): _____
   _____
   _____ Other (Explain): _____
   _____

5. Some teachers prefer to group children for various activities. For instance one teacher may group children on the basis of age, maturity level and interest of the children for stories. On the other hand, another teacher might group children on the basis of their attention spans and interest of the children for stories. Please indicate below how children are grouped for various activities within each individual classroom; please specify activities for which you use grouping:

_____ Age: _____

_____ Sex: _____

_____ Handicaps (Explain): _____

_____

_____

_____ Maturity level (Explain): _____

_____

_____

_____ Interest of the children: _____

(Explain): _____

_____

_____ Other (Explain): _____

_____

_____

6. In your program what amount of movement (walking, climbing, jumping, etc.) do you encourage and/or allow indoors?

_____ High, a lot
_____ Moderate
_____ Low, little moving around

7. As a general practice, do you feel a teacher should:

_____ Make many materials available to a child at one time (say over 6 different types)
_____ Make several choices of materials available to a child at one time (say 2 to 6 different types)
_____ Limit material to a specific one which the teacher has planned for a child

8. As a general practice, teacher planned activities are:

_____ Mostly large group
_____ Mostly small group
_____ Mostly individual

9. What TV shows do the day care children watch regularly in your program?

_____

_____

_____

_____

_____

_____

10. How do you feel materials should be used? For example, dominoes might be used as blocks or as "pretend" food as well as for playing dominoes.

_____ A child should be encouraged to use a material for its specific purpose
_____ A child should be encouraged to use a material for other purposes than its specific purposes
_____ Doesn't make any important difference to me

11. If a child does not wish to stay or join in a group activity, how is this handled?

_____ Child must sit and wait unoccupied
_____ A specific alternative activity is provided
_____ Child is allowed to choose from a variety of other available activities
_____ Other (Please explain): _____

Evaluation

1. Do you evaluate your program? Yes _____ No _____

   If Yes, how has your program been evaluated?

   _____ Members of the staff informally discuss and evaluate
   _____ Staff conducts a formal and systematic evaluation
   _____ Advisory committee and parents evaluate the program
   _____ A paid consultant observes and evaluates the program
   _____ Sponsoring agency conducts a formal evaluation
   _____ Other (Please specify): _____

2. Who evaluates staff performance? (Please check all that apply)

   _____ Director
   _____ Head teacher
   _____ Staff self-evaluation
   _____ Parent advisory committee
   _____ Board of Directors

3. How do you evaluate the effects of your program on the children's development?

   _____ Teacher judgment
   _____ Standardized tests (Please name): _____

   _____

   _____ Other (Please specify): _____

4. Is a sum of money set aside in your budget for evaluation? Yes _____ No _____

5. How are the results of the evaluation of the program used?

   _____ For internal program improvement
   _____ For report to sponsoring and/or funding agency
   _____ For report to parents
   _____ Other (Please specify): _____

ADDENDA

We are particularly interested in obtaining information during the fiscal year, 1971-1972 (from July 1, 1971 to July 1, 1972).

If the fiscal year for your program is not July 1, 1971 to July 2, 1972, please answer all questions based on your fiscal year.

Expenses

1. Please write on the lines below the time period which is used for your fiscal year:

   (a) _____ _____ _____ to _____ _____ _____
   Month Day Year Month Day Year

   (b) Non-applicable, buy materials, equipment and pay assistants but do not plan expenses on the basis of a fiscal year.

2. Please write on the lines below the total operating expenditures (including salaries, maintenance, and materials):

   $ _____

Income

We would also like to know more about any federal, state, local, or private funds which you are now receiving for your program.

1. Please check (√) column 1, if you directly receive funds (not help in kind); column 2, if you know funds originate; column 3, if you believe funds originate from any of the following sources:

Funds Directly Received From	Funds Known to Originate From	Funds Believed to Originate From	Sources of Funding
			Social Security Title IV-A
			Economic Opportunity Act
			Manpower Development and Training Act
			Elementary and Secondary Education Act
			Model Cities Programs
			Other Federal Funds (Please explain)
			State Funds (Please explain)
			County Funds (Please explain)
			Municipal Funds (Please explain)
			School Board Funds (Not IV-A monies)
			Other Public Funds (Please explain)
			Parent Fees Only
			Parent Fees Plus Other Sources (Please explain)
			Business or Industry Payments and/or Contributions (Please explain)
			Labor Union Payments and/or Contributions (Please explain)
			United Fund Grants
			Contributions, either personal or foundation. If foundation, please write name of source:
			Other Private Funds (Please explain)

2. Do you receive any federal money for ADC children?

_____ No
_____ Yes

3. Do you receive any federal money for staff salaries and/or training?

_____ No
_____ Yes

4. Does any one funding source* provide more than half of your budget?

_____ No
_____ Yes

If Yes, please name the funding source which provides more than half of your budget?

_____

_____

_____

Organization

1. Please write on the line below the name of the person (director, head teacher, etc.) in charge at your center or home. NOT the person who is located in another building.

Name of person in charge: _____

Job Title: _____

Telephone number at center: _____

Telephone number at home (if permission granted): _____

*One program may receive 75% IV-A monies which is supplemented with 25% monies from CAP. Another program might receive 50% United Fund monies.

2. Is there a governing or sponsoring organization which directly oversees the operation of your program (such as a school board, community action agency, PARC board, 4-C etc.)?

_____ No
_____ Yes

If Yes, please indicate,

(a) Full name of organization: _____

Address: _____
Street City County Zip code

Telephone number of this organization: _____

(b) Do you know whether your governing or sponsoring agency has responsibility (providing funds, supervision, consultation, etc.) for any other centers or homes?

_____ No
_____ Yes (If Yes, we will contact you regarding getting in touch with them.)

APPENDIX C

Home Site-Visit Questionnaire

PROGRAM SERIAL NO. _____
PLEASE DO NOT FILL IN
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PENNSYLVANIA DAY CARE STUDY QUESTIONNAIRE II

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1. Please describe in your own words the goals or objectives you feel are most important in your family day care home program:

2. How many children (not including your own children) are you now caring for?

   Please write total number here: _____

3. Please write on the lines below the total number of children you are now caring for who are:

   _____ Under 3 years old
   _____ 3 to 4 years old
   _____ 5 to 6 years old
   _____ Over 6 years old

4. How long have you been providing care for children in your home?

   _____ Year(s) _____ Month(s)

5. What experience and/or training with children have you had? Please check (✓) as many as apply:

   _____ Helped care for my younger brothers and sisters
   _____ Children of my own
   _____ Child care course(s) in a regular high school program
   _____ Child care course(s) in an adult education class
   _____ Child care course(s) in a college or university program
   _____ Worked in a day care center or nursery school
   _____ Babysitting experience
   _____ Other (Please describe:) _____

   _____

   _____

   _____ None before caring for children in my own home

6. Have you ever attended a training class especially for family day care mothers?

   _____ No
   _____ Yes

   If Yes, who conducted the training session?

   _____ Department of Public Welfare
   _____ Child care agency that pays cost for children in my care
   _____ Local colleges and universities
   _____ Other (Please specify:) _____

   _____

Would you be interested in attending (other) workshops or training classes for family day care mothers?

_____ No
_____ Yes

If Yes, what topics would particularly interest you?

_____

_____

_____

_____

_____

8. Please write on the lines below the number of children in your day care program who are:

_____ American-Indian
_____ Black
_____ Oriental-American
_____ Spanish-American
_____ White
_____ Other (Please specify:) _____

9. How many children speak both English and another language? Please check (✓) on the lines below:

_____ None
_____ A few
_____ Many
_____ All
_____ Don't know

10. How many children do not speak English? Please check (✓) on the lines below:

_____ None
_____ A few
_____ Many
_____ All

11. Do you take care of children who have been identified as "exceptional children"?

_____ No
_____ Yes

If Yes, please check (✓) below whom:

_____ Physically handicapped
_____ Mentally retarded
_____ Emotionally disturbed
_____ Other (Please specify:) _____

Do you take care of any children who are also enrolled in another child care program?

_____ No
_____ Yes

If Yes, please check (✓) the type of program:

_____ A day care center
_____ Another family day care home
_____ A nursery school
_____ A private or public kindergarten

13. Do you take care of children who are <u>not</u> enrolled in another child care program for just an hour or a few hours?

_____ Yes
_____ No

14. Please check (✓) any of these services you provide for grade school children.

_____ Breakfast program
_____ Lunch program
_____ After school program
_____ Summer program
_____ None

15. From January 1971 to December 1971 about how many children requesting admission were <u>not</u> accepted in your program or were <u>not</u> put on a waiting list? Please check (✓) on the lines below:

_____ None
_____ 1 - 5
_____ 6 - 12
_____ Over 12 (Please write approximate number _____)

16. Mark the two most important reasons why children were <u>not</u> accepted in your program or not put on a waiting list. (Please mark 1 in front of the most frequent reason; mark 2 in front of the next most frequent reason)

_____ Children too old or too young
_____ Home was filled to licensed capacity
_____ Parent has transportation problems
_____ Parent can not afford fee charged
_____ Other (Please specify:) _____

_____

: this time, is there a waiting list for admission?

_____ No
_____ Yes

If Yes, how many children are on the waiting list?

_____ 1 - 5
_____ 6 - 12
_____ Over 12 (Please write approximate number _____)

18. How long, on the average, does a child remain in your day care program?

_____ Under 6 months
_____ 6 months - 1 year
_____ Over 2 years

19. About how many children left your program during the last year (January - December 1971)? Please check (✓) on the lines below:

_____ None
_____ 1 - 5
_____ 6 - 12
_____ Over 12 (Please write approximate number _____)

20. Please mark the two most frequent reasons why you feel children have left your program. (Please mark 1 in front of the most frequent reason; mark 2 in front of the next most frequent reason.)

_____ Children become too old
_____ Families move
_____ Parent(s) are no longer employed and are providing care in home
_____ Parent(s), whether employed or unemployed, are unable to pay fee
_____ Children transferred to relative's or neighbor's care or another day care home
_____ Reasons unknown
_____ Does not apply, have the same children since I began

21. Please check (✓) the most common reasons for children's absences?

_____ Illness
_____ Parent has transportation problems
_____ When parent is home, keeps child at home
_____ Child does not want to attend
_____ Other (Please specify:) _____

_____

22. When a child in your day care program is sick (colds, upset stomach, etc.) what is your policy?

_____ Child should remain at his home
_____ Arrangements are made to care for child at my home
_____ Other (Please specify:) _____

Have you ever believed that a child in your care had been beaten, abused or seriously neglected at his home?

_____ No
_____ Yes

(a) If Yes, what led you to believe this?

_____ Observation of child
_____ Talking with child
_____ Caseworker's report
_____ Report from friends and neighbors

(b) What actions were taken if it was suspected that a child had been beaten, abused or neglected at his home?

_____ Referrals made to social worker
_____ Referrals made to physician
_____ Contact made directly with child's parents
_____ Contact made with community person closely related to family (clergy, school, etc.)
_____ Other (Please specify:) _____

24. How do families find out about your day care program? Please check (✓) as many as apply:

_____ Advertisements (TV, radio, newspaper, etc.)
_____ Referrals from public agencies (schools, community center, other day care agencies, welfare department, etc.)
_____ Private agencies (churches, clubs, etc.)
_____ Friends and neighbors
_____ Parents of children enrolled in the program
_____ Don't know

25. Do you feel you are serving the people who need your services the most?

_____ Yes
_____ No

If No, please explain: _____

_____

_____

26. Please check (✓) on the lines below the number of families who have more than one child enrolled in your family day care program.

_____ No families
_____ 1 - 3 families
_____ 4 - 6 families

We are interested in how many people the day care children live with at their homes. Please write on the lines below the number of children who come from homes where there are:

_____ Less than 4 people living in the home
_____ 4 people living in the home
_____ 5 people living in the home
_____ Over 5 people living in the home

28. Please write on the lines below the number of children in your family day care program whose families:

_____ Have mother only
_____ Have both mother and father present
_____ Have grandparent(s) only
_____ Have foster parent(s)
_____ Other (Please specify:) _____

29. Of the families which have both mother and father at home, please write on the lines below the number of families who have:

_____ Both parents employed or attending school
_____ Father only employed or attending school
_____ Mother only employed or attending school
_____ Both parents unemployed, not attending school

30. Of the families which have a mother or female relative only, please write on the lines below the number of families who have:

_____ Mother or female relative employed or attending school
_____ Mother or female relative unemployed, not attending school

31. Please check (✓) on the lines below how many families are receiving public assistance.

_____ No families
_____ 1 - 3 families
_____ 4 - 6 families
_____ Don't know

32. Please check (✓) on the lines below how many families have yearly earnings:

_____ Under 3,500
_____ From 3,500 to 6,500
_____ Over 6,500
_____ Don't know

33. Please write on the lines below the number of children who live with parents or guardians who:

_____ Do not speak English
_____ Don't know

34. Please write on the lines below the number of children who live with parents or guardians who:

_____ Speak both English and another language
_____ Don't know

35. What do you feel are the most common complaints from parents concerning your day care services?

_____ Cost
_____ Transportation problems getting to your home
_____ Hours you provide care in your home
_____ Activities provided for children
_____ Child discipline
_____ Other (Please explain:) _____

36. Do you have a daily routine or schedule?

_____ Yes (If you have a written copy, may we have a copy?)
_____ No

37. How long on the average do the children spend outdoors each day?

_____ 1/2 hour or less
_____ 1 hour or less
_____ More than 1 hour

38. In your family day care home program what amount of movement (walking, climbing, jumping, etc.) do you encourage indoors?

_____ High, a lot
_____ Moderate
_____ Low, little moving around

39. As a general practice, do you feel a family day care mother should:

_____ Make many materials available to a child at one time (say over 6 different types)
_____ Make several choices of materials available to a child at one time (say 2 to 6 different types)
_____ Limit material to a specific one which the teacher has planned for a child

40. How do you feel materials should be used? For example, dominoes might be used as blocks or as "pretend" food as well as for playing dominoes.

_____ A child should be encouraged to use a material for its specific purpose
_____ A child should be encouraged to use a material for other purposes than its specific purposes
_____ Doesn't make any important difference to me

41. If a child does not wish to stay or join in a group activity, how is this handled?

_____ Child must sit and wait unoccupied
_____ A specific alternative activity is provided
_____ Child is allowed to choose from a variety of other available activities

42. What TV shows do the day care children watch regularly in your home?

_____

_____

_____

_____

_____

_____

43. Please check (✓) where appropriate whether children are involved in:

_____ Menu planning
_____ Cooking meals
_____ Serving meals
_____ Clean-up after meals
_____ Planning snacks
_____ Getting snacks ready
_____ Serving snacks
_____ Clean-up after snacks

ADDENDA

We are particularly interested in obtaining information during the fiscal year, 1971-1972 (from July 1, 1971 to July 1, 1972).

If the fiscal year for your program is not July 1, 1971 to July 2, 1972, please answer all questions based on your fiscal year.

Expenses

1. Please write on the lines below the time period which is used for your fiscal year:

   (a) _____ _____ _____ to _____ _____ _____
   Month Day Year Month Day Year

   (b) Non-applicable, buy materials, equipment and pay assistants but do not plan expenses on the basis of a fiscal year.

2. Please write on the lines below the total operating expenditures (including salaries, maintenance, and materials):

   $ _____

Income

We would also like to know more about any federal, state, local, or private funds which you are now receiving for your program.

1. Please check (√) column 1, if you directly receive funds (not help in kind); column 2, if you know funds originate; column 3, if you believe funds originate from any of the following sources:

Funds Directly Received From	Funds Known to Originate From	Funds Believed to Originate From	Sources of Funding
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			Manpower Development and Training Act
			Elementary and Secondary Education Act
			Model Cities Programs
			Other Federal Funds (Please explain)
			State Funds (Please explain)
			County Funds (Please explain)
			Municipal Funds (Please explain)
			School Board Funds (Not IV-A monies)
			Other Public Funds (Please explain)
			Parent Fees Only
			Parent Fees Plus Other Sources (Please explain)
			Business or Industry Payments and/or Contributions (Please explain)
			Labor Union Payments and/or Contributions (Please explain)
			United Fund Grants
			Contributions, either personal or foundation. If foundation, please write name of source:
			Other Private Funds (Please explain)

2. Do you receive any federal money for ADC children?

_____ No
_____ Yes

3. Do you receive any federal money for staff salaries and/or training?

_____ No
_____ Yes

4. Does any one funding source* provide more than half of your budget?

_____ No
_____ Yes

If Yes, please name the funding source which provides more than half of your budget?

_____

_____

_____

Organization

1. Please write on the line below the name of the person (director, head teacher, etc.) in charge at your center or home. NOT the person who is located in another building.

Name of person in charge: _____

Job Title: _____

Telephone number at center: _____

Telephone number at home (if permission granted): _____

*One program may receive 75% IV-A monies which is supplemented with 25% monies from CAP. Another program might receive 50% United Fund monies.

2. Is there a governing or sponsoring organization which directly oversees the operation of your program (such as a school board, community action agency, PARC board, 4-C etc.)?

_____ No
_____ Yes

If Yes, please indicate,

(a) Full name of organization: _____

Address: _____
Street City County Zip code

Telephone number of this organization: _____

(b) Do you know whether your governing or sponsoring agency has responsibility (providing funds, supervision, consultation, etc.) for any other centers or homes?

_____ No
_____ Yes (If Yes, we will contact you regarding getting in touch with them.)

APPENDIX D

Center Observation Report

PENNSYLVANIA DAY CARE STUDY

SITE-VISIT OBSERVATION*

PROGRAM SERIAL NO. _____
PLEASE DO NOT FILL IN
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Total number of children present in the class: _____

Age range of children in the class:

_____ Under 3 years old
_____ 3 to 4 years old
_____ 5 to 6 years old
_____ Over 6 years old
_____ Mixed ages (Specify): _____

Total number of children present in the class who are:

_____ American-Indian _____ Spanish-American
_____ Black _____ White
_____ Oriental-American _____ Other (Specify):
_____

Total number of teaching staff present in the class:

_____ Head teacher(s)
_____ Assistant teacher(s)
_____ Aide(s)
_____ Volunteer(s)

Total number of teachers present in the class who are:

_____ American-Indian _____ Spanish-American
_____ Black _____ White
_____ Oriental-American _____ Other (Specify):
_____

Check all major activities observed:

_____ Arrival
_____ Indoor play (Specify): _____
_____
_____
_____ Outdoor play (Specify): _____
_____
_____
_____ Snack
_____ Meals (Specify): _____
_____ Other (Specify): _____
_____
_____

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Observer: _____
Date: _____
Time: _____

*Field survey research form. Not to be cited or used without written permission of the Pennsylvania Day Care Study.

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Indoors

1. Space (physical plant and organization) available to children for play:

_____ Abundant clear space for movement and play	_____ Moderate	_____ Cramped; little or no empty space for movement and play

2. Barriers-physical obstructions (as a divider, table, shelves, etc.) which prohibit free movement to any one place:

_____ None or very few	_____ Some	_____ Very many

3. Room Arrangement:

_____ Space highly organized for specific activities	_____ Part(s) of the space organized for specific activities	_____ Very little space organized for specific activities

4. Display(s) of children's art work:

_____ A lot	_____ Some	_____ Very little or none

5. How many pictures, toys, songs, stories represent racial and cultural variety?

_____ A lot	_____ Some	_____ Very few or none

	Yes	No
6. Does each child have a space labeled with his name or special sign where he can keep clothes and small things?	_____	_____

Equipment & Materials: Indoors

1. Equipment used by the children and/or teacher:

   _____ Primarily store bought _____ Primarily home made _____ About 50/50

2. Materials used by the children and/or teacher:

   _____ Primarily store bought _____ Primarily home made _____ About 50/50

3. Indoor equipment: Amount

   _____ Little or no equipment _____ Several pieces of equipment _____ Large amount of equipment

4. Indoor equipment: Variety

   _____ Little or no variety _____ Several choices of <u>different types</u> of equipment _____ Great variety, many choices of <u>different types</u> of equipment

5. Indoor materials: Amount

   _____ Little or no materials _____ Several pieces of materials _____ Large amount of materials

6. Indoor materials: Variety

   _____ Little or no variety _____ Several choices of <u>different types</u> of materials _____ Great variety, many choices of <u>different types</u> of materials

Note: Equipment - Nonconsumable items, such as wheel toys, wooden blocks, record player, stationery outdoor equipment, such as jungle gym, swings, etc.

Materials - Consumable items such as manipulative and constructive toys with more than one part, such as a puzzle, pegboard, etc. and items such as art paper, paint, paste, etc.

Program

1. Staff organized by:

H.T.____	____ Primarily zone (one T stays in one or two areas, or with activities in a room. T stays in area until assignment and/or activity is changed)	____ Primarily man to man (T concentrates and moves with specified children)	____ Primarily free floating (T works with a variety, children, individually or small groups, not designated to any specific activity or area of the room)
A.T.____	____	____	

2. Arrival activities:

____ No activities available for children	____ Informal activities available to children	____ Formal lessons or large group activities	____ Not Obs.

3. Are specially set-up play activities apparent? (Do not count activities usually out in the room such as blocks, doll corner, books, etc.)

____ No planned "set-ups" or activities	____ Single planned "set-up", or group game or activity	____ Several planned "set-ups", activities or games

4. When the following activities occur, in what size group do they occur:

	Mostly in one large group, few children doing something else	Mostly in one small group, many other children doing something else	Mostly in several small groups, few children doing something else	Mostly Individual	Not Obs.
Arts and crafts	____	____	____	____	____
Dramatizations	____	____	____	____	____
Music	____	____	____	____	____
Stories	____	____	____	____	____
TV watching	____	____	____	____	____
Formal lessons on cognitive concepts	____	____	____	____	____
Informal activities on cognitive concepts	____	____	____	____	____

Note: H.T. = Head teacher
A.T. = Assistant teacher

	Yes	No	Not Obs.
5. Are children allowed to leave a teacher directed and/or organized group activity (e.g., show and tell, music, stories, etc.)?	____	____	____

If Yes, which occurs:

_____ Child must sit and wait unoccupied
_____ A specific alternative activity is provided
_____ Child is allowed to choose from a variety of other available activities

Children's Behavior: Indoors

Instructions: Please rate the first two items on amount of activity seen and level of voices heard, whether a few children or all children are involved.

1. Motor activity: amount of movement such as walking, climbing, jumping, etc.:

_____ High, a lot of movement _____ Moderate _____ Low, little moving around

2. Level of voices:

_____ Very loud (Much shouting, many raised voices)

_____ Normal level (Normal level for groups of young children is considerably above that for older children or adults.

_____ Quiet (No shouting low tones of voice)

3. Involvement in work or play:

_____ Majority of children show a very high degree of focus, and are busy and occupied

_____ Majority of children seem moderately focused, busy, occupied

_____ Majority of children show very little focus children; don't seem busy or occupied in any task

4. Behavior of majority of children during transition to routines and adult directed changed in activities:

_____ Most children comply with ease

_____ Some children delay or do not comply

_____ Many children delay or do not comply

_____ Not Obs.

_____ Much confusion; many children don't seem to know where to go or what to do; teachers have hard time getting many children to make transition

_____ Some confusion; some children don't seem to know where to go or what to do; teachers have hard time getting some children to make transition

_____ Little or no confusion; fairly smooth transition; children move easily through change in activities

_____ Not Obs.

Children's Problem Behavior - Check List

Instructions: Please write "0" if none of these behaviors occurred.

Frequency Count	Behavior Observed
	Children hesitating, crying, or clinging to parent(s) during arrival
	Prolonged crying for various reasons, for example, physically hurt, crying over a toy, emotionally hurt, crying because of anger, crying because of fear, etc.
	Children physically fighting with each other (intense and/or prolonged not minor scrimmages).
	Children displaying overt dislike toward teacher(s), e.g. says, "I don't like you", "Go jump in the lake" or children hit, pick, or bite teacher.
	Children who appear withdrawn, not involved in any activity, off by self, unresponsive to what is going on around them.
	Temper tantrums
	Accidents such as cuts, bruises, falls (requiring first aid and/or resulting in more than minor discomfort).

Teacher's Behavior

1. Extent teacher shows obvious enjoyment in work with children by her behavior (statements, expressions, gestures, etc.); overtly manifested behavior. DO NOT guess about internal states or emotions:

H.T._____	Obvious enjoyment shown	_____ Moderate enjoyment shown	_____ Does not show enjoyment or shows dislike of her work
A.T._____		_____	_____

2. Amount of talking of any kind teacher does with children:

H.T._____	Overly verbal, talks constantly	_____ Moderately verbal	_____ Talks relatively little
A.T._____		_____	_____

3. Extent to which teacher encourages children's exploration and curiosity? Are her responses "mind stretching"?

H.T._____	A great deal (T responds to child's questions in a way that leads him further. Asks questions herself. Provides cues or materials to help children seek answers themselves. Elaborates on ideas; gives lots of examples and comparisons.	_____ Somewhat	_____ Very little (T frequently ignores children's questions or seems "too busy". Does not provide elaboration when answering children; may stress right and wrong ways of doing things. Doesn't ask questions herself.
A.T._____		_____	_____

Teacher's Behavior (Con't.)

4. Amount teacher uses physical contact with children (do not include punishment):

H.T.____	High (Uses body contact and touching a great deal. If comforting children, may put arms around them; if directing them to move, may lead by hand; touches children as she talks with them.)	_____ Moderate	_____ Minimal (Interaction with children rarely or never involves touching them)
A.T.____		_____	_____

5. Teacher imposed rules and restrictions on how and where children use materials:

H.T.____	High degree of rules many restrictions on materials	_____ Moderate degree	_____ Low degree of rules; few limits on materials
A.T._____		_____	_____

6. Teacher imposed rules and restrictions on children's verbal and motor behavior:

H.T._____	High degree of rules many restrictions on behavior	_____ Moderate degree	_____ Low degree of rules; few limits on behavior
A.T._____		_____	_____

7. Teacher's explanations for majority of rules and restrictions:

H.T._____	Consistently explains reasons	_____ Occasionally explains reasons	_____ Seldom or never explains reasons
A.T._____		_____	_____

Teacher's Behavior (Con't.)

8. Teacher's response when children cry, hesitate, cling to parent(s) during arrival:

H.T._____	Reasures, comforts or distracts children	_____ Ignores children	_____ Punishes, shames or belittles children	_____ Not Obs.
A.T._____		_____	_____	_____

9. Teacher's usual response to children's request for assistance and materials:

H.T._____	Encourages children to do things for themselves	_____ Answers children or gets them what they want	_____ Ignores requests or does not respond	_____ Not Obs.
A.T._____		_____	_____	_____

10. Teacher's awareness and response to unexpressed or seeming needs of children (e.g., children don't have any more paste or paint in jars):

H.T._____	Sees child's need; encourages child initiative to supply own need (e.g., "Oh, there's no more paste here. Where could you get some?")	_____ Sees child's need; gets children something they need	_____ Need(s) apparent to observer but no teacher behavior related to need(s)	_____ Not Obs.
A.T._____		_____	_____	_____

11. Teacher's response to children's verbal request for attention, for example, "Teacher, look at me!"

H.T._____	Almost always responds back verbally	_____ Sometimes responds back verbally	_____ Very seldom or never responds back verbally
A.T._____		_____	_____

12. Teacher's usual response to conflicts over toys or equipment:

H.T.____	Teacher arbitrarily makes the decision	____ Teacher helps children work it out	____ Ignores children; does not enter conflict	____ Not Obs.
A.T.____		____	____	____

13. Degree to which teacher shows "comforting" concerned, attentive behavior in response to children's distress other than arrival. (To what extent does she talk with, hold, etc.)

H.T.____	Shows a high degree of concern and comforting	____ Shows some concern and comforting	____ Shows little or no concern or comforting	____ Not Obs.
A.T.____		____	____	____

14. Does teacher give children "advance warning" of coming transitions so they have time to finish what they are doing? (Could be comment such as "Plan to finish in five minutes, it's almost lunch time" or a signal for several seconds, such as bell or turning off lights)

H.T.____	Almost always	____ Sometimes	____ Never	____ Not Obs.
A.T.____		____	____	____

15. When more than one adult are b[illegible] observed, does there seem to be joint knowledge between teachers and assistants about plans for the day's acti[illegible]es? (By their behavior, do teachers and assistants show they are jointly aware of what is supposed to be going on?)

____ Each adult appears to be jointly aware of plans	____ Some adults appear to be jointly aware of plans	____ No adults appear to be jointly aware of plans	____ Not Obs. (Only one adult present)

Teacher's Behavior (Con't.)

16. How much do you hear praise, encouragement, and complimenting of children?

H.T._____	A lot	_____ Some	_____ Very little
A.T._____		_____	_____

17. Degree to which teacher appears to be alert to whole group:

H.T._____	Keeps a watchful eye on the total group, but little attention given to small group(s) or individual children	_____ Keeps a watchful eye on the total group, but at the same time works with individual children or small group(s)	_____ Primarily devotes attention to small group(s) or individual children; sometimes or frequently not aware of what other children are doing
A.T._____		_____	_____

18. Location of teacher during the majority of the time:

H.T._____	Sees all of the children	_____ Sees most of the children	_____ Sees only a few of the children
A.T._____		_____	_____

19. How are the teacher's requests and directions stated?

H.T._____	Primarily negatively stated (e.g., "Don't walk on the grass"; "Don't eat with your fingers".)	_____ About half negatively half positively stated	_____ Primarily positively stated (e.g. "Walk on the sidewalk"; "Eat with your fork".)
A.T._____		_____	_____

20. Teacher's time spent with children:

H.T.____	Time almost entirely involved with children	____	Spends half time with children; half time with other things	____	Time more involved with other things than with children
A.T.____		____		____	

Clean-Up Time After Play Activities

1. _____ Solely adult _____ Mainly adult with some assistance from children _____ Mainly children with some assistance from adults _____ Not Obs.

Toilet Routines (Not just going to bathroom to empty paint)

	Yes	No	Not Obs.
2. Before snacks, meals, or going outside, do children line up for toileting routines?	_____	_____	_____
3. During other times of the day, do children ask permission and/or must be accompanied by adult or child for toileting?	_____	_____	
4. Are toilet facilities outside the room (e.g. down the hall)?	_____	_____	

Nap/Rest

5. Nap routine:

_____ Silence, sleep, rest _____ Quiet activities individual children _____ Quiet activities whole group _____ Not Obs.

6. Normal staff routine during children's nap time:

H.T._____ Primarily supervising (any of the above) during napping _____ Primarily engaging in other activities but with children _____ Planned break or engaged with other things in another room not with children _____ Not Obs.

A.T._____ _____ _____ _____

Snacks

	Yes	No	Not Obs.
1. Are children served snacks together in one or more groups at the same time?	_____	_____	_____
If Yes, do snack groups have to wait until all children of a group are present to begin eating?	_____	_____	_____
If Yes, are children allowed to leave snack group(s) before all are finished?	_____	_____	_____
2. Are slow eaters given extra time to finish eating?	_____	_____	_____
3. Are children allowed to have extra helpings?	_____	_____	_____

Clean-Up Time After Snacks

4. _____ Solely adult _____ Mainly adult with some assistance from children _____ Mainly children with some assistance from adults _____ Not Obs.

Snack Procedures

5. Set-up on snack tables: putting out napkins, dishes or utensils, and food:

_____ Solely adult _____ Mainly adult with some assistance from children _____ Mainly children with some assistance from adults _____ Not Obs.

6. Serving at snack tables: passing food and pouring beverages:

_____ Solely adult _____ Mainly adult with some assistance from children _____ Mainly children with some assistance from adults _____ Not Obs.

7. Food on plate:

_____ Children have to eat everything on plate _____ Children strongly encouraged to eat everything on plate _____ Children allowed to decide _____ Not Obs.

Snack Procedures (Con't.)

8. New and/or disliked foods:

_____ Children have to try all foods	_____ Children strongly encouraged to try all foods	_____ Children allowed to decide	_____ Not Obs.

9. Conversation:

_____ Much conversation	_____ Some conversation	_____ Very little conversation	_____ Not Obs.
_____ Very loud (Much shouting, many raised voices)	_____ Normal level (Normal level for groups of young children is considerably above that for older children or adults)	_____ Quiet (No shouting, low tones of voice)	_____ Not Obs.

10. Climate:

_____ Much confusion	_____ Some confusion	_____ No confusion	_____ Not Obs.

Meals

	Yes	No	Not Obs.
1. Do lunch groups have to wait until all children are present to begin eating?	_____	_____	_____
2. Are children allowed to leave table before everyone is finished?	_____	_____	_____
3. Are slow eaters given extra time to finish eating?	_____	_____	_____
4. Are children allowed to have extra helpings?	_____	_____	_____

Clean-Up Time After Meals

5. _____ Solely adult _____ Mainly adult with some assistance from children _____ Mainly children with some assistance from adults _____ Not Obs.

Meal Procedure

6. Set-up on meal tables: putting out napkins, dishes or utensils, and food:

_____ Solely adult _____ Mainly adult with some assistance from children _____ Mainly children with some assistance from adults _____ Not Obs.

7. Serving at meal tables: passing food, pouring beverages and spooning food on plates:

_____ Solely adult _____ Mainly adult with some assistance from children _____ Mainly children with some assistance from adults _____ Not Obs.

8. Food on plate:

_____ Children have to eat everything on plate _____ Children strongly encouraged to eat everything on plate _____ Children allowed to decide _____ Not Obs.

9. New and/or disliked foods:

_____ Children have to try all foods _____ Children strongly encouraged to try all foods _____ Children allowed to decide _____ Not Obs.

10. Conversation:

_____ Much conversation _____ Some conversation _____ Very little conversation _____ Not Obs.

_____ Very loud (Much shouting, many raised voices) _____ Normal level (Normal level for groups of young children is considerably above that for older children or adults) _____ Quiet (No shouting, low tones of voice) _____ Not Obs.

Meal Procedure (Con't.)

11. Climate:

_____ Much confusion _____ Some confusion _____ No confusion _____ Not Obs.

Other Meal & Snack Patterns

	Yes	No	Not Obs.
1. Are children allowed to eat at time other than designated meal or snack times (excluding educational cooking or food tasting experiences)?	_____	_____	_____
2. Are children denied food as a form of punishment?	_____	_____	_____
3. Are children given food as a form of reward?	_____	_____	_____

Outdoors

1. Location of outdoor play area:

_____ Adjacent _____ Within walking distance _____ No outdoor playground

2. Composition of outdoor play area:

_____ Grass _____ Grass and another type surface _____ Blacktop or concrete _____ Not Obs.

3. Outdoor equipment: Amount

_____ Little or no equipment _____ Several pieces of equipment _____ Large amount of equipment _____ Not Obs.

4. Outdoor equipment: Variety

_____ Little or no variety _____ Several choices of <u>different types</u> of equipment _____ Great variety, many choices of <u>different types</u> of equipment _____ Not Obs.

5. Outdoor materials: Amount

_____ Little or no materials _____ Several pieces of materials _____ Large amount of materials _____ Not Obs.

6. Outdoor materials: Variety

_____ Little or no variety _____ Several choices of <u>different types</u> of materials _____ Great variety, many choices of <u>different types</u> of materials _____ Not Obs.

7. Are special set-up play activities other than usually available activities (such as, sandbox, tricycles, jungle gym, etc.) apparent?

_____ No planned "set-up" and/or organized activities _____ Single planned "set-up" and/or organized group game or activity _____ Several planned "set-ups" and/or organized activities or games _____ Not Obs.

Outdoors (Con't.)

8. Outdoor supervision:

_____ Adult or older child primarily involved in supervising	_____ Adult or older child outside, but primarily engaged in other activities, not supervising	_____ Children alone in outdoor area	_____ Not Obs.

	Yes	No	Not Obs.
9. Is there a shaded play area outdoors?	_____	_____	_____
10. Does a child or a few children have the choice of staying indoors when the majority of children go outdoors?	_____	_____	_____
11. Are some children allowed to go outdoors when the majority of children are staying indoors?	_____	_____	_____
12. Are children allowed to determine their length of time outdoors?	_____	_____	_____

Children's Behavior: Outdoors

Instructions: Please rate the first two items on amount of activity seen and level of voices heard, whether a few children or all children are involved.

1. Motor activity: amount of movement, large muscle activity such as walking, climbing, jumping, etc.:

_____ High, a lot of movement

_____ Moderate

_____ Low, little moving around

_____ Not Obs.

2. Level of voices:

_____ Very loud (Much shouting, many raised voices)

_____ Normal level (Normal level for groups of young children is considerably above that for older children or adults)

_____ Quiet (No shouting low tones of voice)

_____ Not Obs.

3. Involvement in work or play:

_____ Majority of children show a very high degree of focus and are busy and occupied

_____ Majority of children seem moderately focused, busy, occupied

_____ Majority of children show very little focus; children don't seem busy or occupied in any task

_____ Not Obs.

4. Behavior of majority of children during transition to routine and adult directed changes in group activities:

_____ Most children comply with ease

_____ Some children delay or do not comply

_____ Many children delay or do not comply

_____ Not Obs.

_____ Much confusion

_____ Some confusion

_____ No confusion

_____ Not Obs.

APPENDIX E

Coding Manual

CODING MANUAL

The Pennsylvania Day Care Study

Benedict House

University Park, Pennsylvania 16801

April, 1972

CODING PROCEDURES

General procedures:

1. Print the name and address of each facility on top of coding sheet.

2. Code questionnaire and observation (and addenda) for each facility on the same page.

3. Code only one facility per coding sheet.

4. Frequently check column numbers and coder's manual to avoid errors.

5. If unsure of code ask questions immediately!

6. First four colums of every card must be used to record the program number, columns 5 and 6 record the card number.

7. Lastly and MOST IMPORTANTLY-----BE ACCURATE.

CODING SYSTEMS

A

Handles both numeric and checked responses, if the preferred response is numeric.

Code: 2digit number (--)

blank 00

no response -9

If a checked response:

blank -1

checked -2

no response -9

A*

Handles numeric responses only.

Code: 2 digit number (00)

blank 00

no response -9

CODING SYSTEMS (con't.)

B

Handles only checked responses.

Code: blank 1
checked 2
no response 9

B*

Handles checked responses when only one check is appropriate per question.

Code: Numbers are assinged according to the sequential order of the response categories. See the special directions for each question appropriate to the B* system as listed in the coding manual.

C

Handles "yes" and "no" responses.

Code: no 1
yes 2
no response 9

CODING SYSTEMS (con't.)

E

Used only in the coding of observations. E is essentially a B* system but with the addition of the number "8" for the category of "not observed".

E*

Used only in the coding of observations. E* is essentially a C system with the addition of the number "8" for the category of"not observed".

APPENDIX F

Pre-Editing Guide

PRE-EDITING GUIDE

The Pennsylvania Day Care Study

Benedict House

University Park, Pennsylvania 16801

April, 1972

PRE-EDITING GUIDE

Pre-editing Procedures

1. The pre-editor should have a thorough knowledge of the coding systems and the coder's manual.

2. The pre-editor's directions to the coders should be made in clear and consistent manner. The consistent use of a distinct ink color is recommended.

No Response Format

An item is considered a "no response" item if the entire field has been omitted and no supplementary, explanatory information has been given. Coding will be either "9", "-9", "-09" or "-0...9" depending on the system used for coding the item and the number of digits required in the field.

A "no response" format is also used with items for which only one response is appropriate but more than one response has been given, (unless special directions in the coder's manual indicate otherwise.)

Examples include: page 3, item 9 *

and page 26, item 8.

Supplementary, explanatory information may sometimes be written beside the item and may be used to determine the correct response. Otherwise the item is coded as "no response."

* All examples sited are taken from the center questionnaire and observation (G2 and G3). The basic format for pre-editing the home questionnaire and observation (H2 and H3) is the same although page numbers and item numbers differ.

Unchecked Responses Within an Item

Unchecked responses within an item to which some response has been given are regarded as "blanks" and coded accordingly. Coding of these unchecked responses will be: 1, -1, -01, -0...1, 00, 00..., depending on the coding system used for that item and the number of digits required in the field.

An example might be an item such as item 9 on page 6, for which some of the responses are checked and the others are left blank.

Checks in A* Coding System

The A* system handles numeric data only and there is no method provided to record "checked" responses.

If a "check" does appear in an item requiring an A* response, the item has not been omitted and the responses within the item should be recorded as "blanks" using the appropriate coding system and number of digits required in the field. (0, 00, 00...)

Supplemental or Explanatory Information

In some instances, the person completing the questionnaire, will not check any responses provided for an item but will supply additional information.

A. This information may be responses such as "none", "does not apply", "don't know", "has not occurred", etc. This indicates that the item has not been omitted, and all responses for that item should be coded as "blanks". The coding for "blanks" will be: 1, -1, -01, -0...1, 00, 00..., depending on the coding system used for that item and the number of digits required in the field.

B. Sometimes additional information may be supplied which is a legitimate response to an item, although it does not fit into any of the provided response categories for that item. An example is found on page 10, item 10. No "other" category response has been provided, and the item has not been omitted. All responses for that item are to be coded as "blanks". Coding depends on the coding system used for that item and the number of digits required in the field as noted above.

Validity Checks

Some items require a "yes" or "no" response and are followed by a series of items which are responded to on the basis of the response to the "yes" - "no" part. An example is: page one, item one.

A. If the response to the first question, "Do you have a Board of Directors?" is "yes" -- the following parts (a) and (b) should contain some information and be coded and recorded appropriately.

B. If "yes" is checked, but no information follows in the remaining parts (a) and (b), code the item as an omitted item using the "no response" format appropriate for the coding system and for the item and the number of digits required in the field. ("9", "-9", "-09", "-0...9")

C. If "yes" is checked, but only partial information is given for the remainder of the item, (part (a) is answered but part (b) is left out) code and record part (b) as "blanks" using the coding system used for that item and the appropriate number of digits required in the field. (1, -1, -01, -0...1, 00, 00...)

D. If "no" is checked, the remainder of the item should be coded as "blanks" using the appropriate coding system, and disregarding responses which may have been checked. (If a question requiring a B* or C● coding system occurs within the item it will have to be coded as "9")

E. If neither "yes" or "no" is checked, but responses within the item have been checked, assume a "yes" check and code appropriately.

Information in "Other" Category

When an "other" response is checked, explanatory information is usually given.

A. If the information written beside the "other" response can logically be included under one of the given responses, code and record the information there instead of under the "other" category.

B. If the information can not be placed in one of the other given categories, or if no information at all explains the response in the "other" category, record the information as an appropriate response in the "other" category.

C. If the information is not a logical response to the item, disregard the information and code the response in the "other" category as a "blank" response using the appropriate coding system for the item and appropriate number of digits required in the field. (1, -1, -01, -0...1, 00, 00...)

The entire item would be recorded as a "blank" item if the invalid "other" were the only response checked.

Right and Left Justification

The A and A* coding system can have multiple digit fields. These are usually 1, 2, 3, 4, 5, and 6 digit fields. Numbers in these fields must be right and left justified.

Examples:	Length of Field					
	1	2	3	4	5	6
The response "2" becomes:	2	02	002	0002	00002	000002
The response "-1" becomes:		-1	-01	-001	-0001	-00001
The "no response" format becomes:	9	-9	-09	-009	-0009	-00009

As in example one, the numeric response is placed to the right filling the field to the left with 0's.

As in examples two and three, the "-" is placed to the left, the numeric response to the right, and the spaces between filled with 0's.

Observations

1. Many items on the observation forms are provided with a "not observed" category.

On page 13 of the form, items 3 and 4, these "not observed" categories were accidently omitted. If an observer writes beside these "not observed" -- the response is to be recorded as such (8).

In all other cases, where an observer writes "not observed" where no category is provided, the response should be coded as a "no response" item (9).